

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО ГОСПОДАРСТВА

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ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ
ДЛЯ ПРАКТИЧНИХ ЗАНЯТЬ З ДИСЦИПЛІНИ

“ДІЛОВА ІНОЗЕМНА МОВА ”
(АНГЛІЙСЬКА МОВА)

*(для студентів 2 курсу денної форми навчання напряму підготовки
6.040106 - “Екологія, охорона навколишнього середовища та збалансоване
природокористування”)*

Збірник текстів і завдань для практичних занять з дисципліни «Ділова іноземна мова» (англійська мова) (для студентів 2 курсу денної форми навчання напряму підготовки 6.040106 - “Екологія, охорона навколишнього середовища та збалансоване природокористування”) / Укл.: Міщенко Н.Д., – Харків: ХНАМГ, 2009. – 76с.

Укладач: Н.Д. Міщенко

Збірник текстів і завдань призначений для студентів денної форми навчання, які у майбутньому будуть працювати у сфері охорони навколишнього середовища. Головною метою збірника є формування навичок читання і розуміння інформації з автентичних англомовних джерел, та засвоєння необхідного обсягу лексичного матеріалу, що відповідає вимогам професійно-орієнтованого навчання іноземній мові. Зміст завдань відповідає вимогам учбових програм, а тематика текстів сприяє поширенню обсягу сучасної англійської науково-технічної лексики. Запропонована інформація є необхідною для ефективного виконання професійних обов’язків майбутніх спеціалістів.

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Затверджено на засіданні кафедри іноземних мов
протокол №3 від 24.10.2008 р.

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INTRODUCTION

These educational materials are designed for the ESP students of the 2nd year of studies of the speciality “Ecology and Environmental Protection” to develop their knowledge and skills in Business English according to their profession.

This manual is based on the authentic texts from different sources concerning business and ecological problems. It contains the tasks for reading and translation, speaking, writing, vocabulary tasks, texts and tasks for summarising. The manual consists of 8 units and glossary and is expected to be covered during practical classes.

Each unit contains:

- pre-reading activity (questions and tasks)
- an authentic text for reading, translation and discussion in class;
- comprehension exercises;
- key vocabulary according to the topic. All key words are taken from the basic text where they are typed in italics;
- exercises for memorization and mastering key vocabulary;
- texts for summarising

UNIT 1

BUSINESS TRIP

Key words: employer, customer, supplier, goods and services, business/official trip, expense, average, itinerary, colleague, experience, diversity, social convention, conduct, assess, venture, demand, destination, objective, reservation, accommodation, book, enterprise, embassy, consulate, currency.

Pre-reading activity

Which of the following types of companies would you prefer to work for in the future? What are the advantages and disadvantages of working for each one?

- a large multinational company
- a small or medium-sized company or family business
- a governmental body
- an international non-governmental and non-profit organisation

Task 1. Read and translate the text. Answer the questions.

Part 1. Business Trip

Business and science today are international. Business people, scientists, students and specialists in all spheres of life often have to travel a lot. The place of *employment* is left temporarily to visit *customers*, *suppliers* or a trade fair, to make a contract, to discuss different *terms* of delivery, payment or shipment, to improve one's professional skills and continue education, to participate in congresses or seminars, to work in civil engineering, construction, geology, environmental protection etc. A *business trip* or *official trip* is a travel/journey caused by business necessities. Business trips have to be approved by the *employer*, who usually meets the costs. The traveling *expenses* can be calculated in detail or by a *lump sum*, depending on the *average* expense of the travel country.

People have to prepare an *itinerary* for the business trip to use their time effectively. As usual on a business trip people meet *colleagues* and business partners from different countries and *experience* cultural *diversities*. Management styles also differ from country to country. In order to achieve aims of the business trip it is useful to

learn about foreign *social conventions* that are the different ways that other nationalities or different cultures do things.

Part 2. Business Trip Planning in Six Simple Steps

Want to see the world? Try exporting your *goods and services*. It is the rare exporter who has not invested considerable time and money exploring new markets. And much of this exploration is *conducted* in person. Visiting an export market is the single most effective method for *assessing* its potential – if the visit is properly planned. Following these steps will help create a productive and cost-effective business trip, and provide you with the information you require to take your export *venture* to the next level.

1. Clarify your objectives

There will always be time to visit Big Ben or Stonehenge on a vacation. If you are going to the England to analyse the *demand* for your customer relationship management software, all of your *destinations* and your meetings should be scheduled around this task. If your *objective* is to secure some contracts, your trip to England will likely consist of meeting with and presenting to prospective clients you have already contacted. Perhaps you want to evaluate the competition and examine whether your product is suitable for local consumers? There is no better means to achieve these objectives than traveling to the target market.

2. Seek expertise before you leave

There are many sources of information and advice available to exporters. The International Trade Centres (ITC) are a great place to start. The ITCs offer small-and medium-size *enterprises* a full range of trade development services and assistance. Local Chambers of Commerce, boards of trade or sector-specific business associations can often direct you to a knowledgeable and experienced individual who can shed valuable insight on the market you are exploring.

3. Prepare for your travel

Before you *book* your travel (mode and carrier) and your *accommodation*, make sure that you check the Travel Information available from the Department of Foreign Affairs and International Trade to ensure that travel conditions to your target market

are safe. This is an excellent first step before you plan your itinerary. The wise traveler also confirms any meetings and *reservations*, learns about the local culture and customs, *currency* (and exchange rate) and contacts at the *Embassy* or *Consulate* in the target country to inform them of the business trip and its objectives.

4. Create your list of tasks for the trip

Organization is the key to productive and cost-effective business travel. Your task list is a clear, concise summary of all that you hope to *accomplish* in the target market. This may include meeting prospective customers, identifying potential partners, such as agents or distributors, obtaining information on competitors, regulations, legal issues and marketing and promotion strategies suitable for the local audiences.

5. Follow-up when you get home

While it is more enjoyable to put your feet up and celebrate your export successes, it is more valuable to take the next steps to solidify the business relationships that you have nurtured on your trip. Send “thank you” letters to the individuals you met. Provide the additional information people requested and ask the questions you have that arose as a result of your meetings. In other words, keep the ball rolling as your export business grows and you prepare for your next trip abroad.

Answer the questions to the text:

1. Why do specialists and students have to travel a lot today?
2. What is a business trip?
3. Who usually pays for a business trip?
4. Why is it necessary to prepare an itinerary for a business trip?
5. Why is visiting an export market can be considered as a possibility to see the world?
6. What steps are important when preparing the business trip?
7. Where can you receive information and valuable advice about your target market?
8. Why is the last step mentioned important for your success?
9. What is the difference between the first and the second parts of the text?

Task 2. Find words in the text which mean the following:

1. the goal that has been fixed for people to achieve _____
2. a plan or list of the places you will visit on a journey _____
3. a place for someone to stay, live, or work _____
4. the system or type of money that a country uses _____
5. someone who buys goods or services from a shop, company etc. _____

Task 3. Match words with their meanings.

1 colleague	A the need or desire that people have for particular goods and services
2 diversity	B a new business activity that involves taking risks
3 demand	C someone you work with, used especially by professional people
4 embassy	D the fact of including many different types of people or things
5 venture	E a group of officials who represent their government in a foreign country, or the building they work in
6 destination	F a company, organization, or business
7 reservation	G the place that someone or something is going to
8 enterprise	H an arrangement which you make so that a place in a hotel, restaurant, plane etc is kept for you at a particular time in the future

Task 4. Word-building. Complete the table using a dictionary.

Noun (for person, device)	Noun (for idea)	Verb	Adjective
			supplied
		employ	
	management		
reservoir			

Task 5. Fill in the blanks with the suitable words from the list.

destinations book itinerary business trip
business meetings money departure

HOW TO PLAN A BUSINESS ITINERARY

As the old saying goes, time is money and when it comes to (1)_____, this phrase really applies. That is why it is so important to have a clear and effective business (2)_____ in place before embarking on any company-related travel. This will not only save the business traveler time, but will also save the company (3)_____ as it greatly reduces the chances of having to re-schedule meetings. First of all, identify the actual geographic (4)_____ where the business traveler will be going. Secondly determine the airport/train (5)_____ and arrival dates and times as well as hotel location, check-in and checkout dates and times. (6)_____ hotel and hire a car. Then lay out the logistical details of all the scheduled (7)_____. Organize each day by start times. It is important to account for such factors as travel times between meetings, any time differences and possible traffic snags that could impact getting to the next meeting. And finally confirm travel plans. The day before you leave, call or email the airlines, hotels, tour guides, clients and car rental companies to ensure that everything is in place.

Task 6. Translate sentences from English into Ukrainian or Russian.

- 1 Prices for the above itineraries are based on charter flights from London to Bangkok.
- 2 The cost of the six-day trip includes meals and motel accommodations.
- 3 The dollar is now the overwhelming world currency.
- 4 The Euro will eventually replace European national currencies.
- 5 A list of the students' demands was presented to the dean of the law school.
- 6 Travellers in Spain who are worried about the situation are advised to contact the British Embassy in Madrid.
- 7 She packed her bags, then called the airport and made a reservation on the last flight out of Los Angeles.
- 8 The handshake is a social convention in most European countries.
- 9 I booked a table for two at 8:00.
- 10 There will be tax increases on a range of goods and services.
- 11 An itinerary is essential for a successful business trip.

Task 7. Compose sentences with the following words and word-combinations.

- demand, on demand, consumer demand, supply and demand;
- objective, to achieve an objective, career objectives, set an objective;
- experience, to experience difficulties, human experience, from personal experience;
- venture, joint venture;
- to assess, to assess effectiveness of something.

Task 8. Read the text and make up a summary

5. Ways to Green Your Business Trip

When your company needs you, your environment needs you.

By Josh Peterson

When I think of business trips, I think of a bunch of sweaty, middle-aged men sipping drinks with umbrellas in them. They are laughing and shamelessly flirting with the hotel waitress. O! These businessmen are archetypes of yore. You are not but stereotypes. Today's business travelers tend to be a bit more savvy and tactful. Many of them keep social and environmental issues in the forefront of their minds. For these neo-business people, I present these tips.

1. **Teleconference.** Why travel when you don't have to? Are you required to hold the pointy stick while giving your PowerPoint presentation? You can hold that pointy stick virtually by hosting a teleconferenced presentation over the internet. There are many virtual conferencing websites. Choose the one that's right for your company.
2. **Take the train on short journeys.** Air travel accounts for seven percent of our total carbon output. Give the jet a break and take the train if at all possible. Your company probably can't afford to send you across the country by rails. You'd have to miss a few days of work, but you can certainly go from Los Angeles to Sacramento in a day.

3. **Ask your company to invest in carbon offsets.** Sure, your company probably hates spending extra money. They are a business after all, but businesses love looking good. That brings in more customers which leads to extra money. If your company is flying people all over the place, get them to buy some carbon offsets. They can brag about it to the press and try to gain some green customers.
4. **Stay at a Green Hotel.** The Green Hotel Association is composed of members who wish to reduce their carbon footprint and save money. Find green hotels on their website. Bed and breakfasts are often another green place to stay.
5. **Eat Local.** Don't go out for seafood in the Midwest. Have a steak. Don't eat steaks in Maine. Have a lobster. Find out what the local fare is and eat that. Farmers' markets and vegetables are always greener choices.

UNIT 2

BUSINESS MEETING. CROSS-CULTURAL DIVERSITY

Key words: seminar, conference, team, project coordination, communicate, direction, survey, issue, preparation, inspiration, facilitation, purpose, agenda, booking, catering, audio/video equipment, reminder, guiding, accomplish, executive, etiquette, board, minutes, chair.

Pre-reading activity

- Would you like to live or work in a foreign country? Why/Why not?
- What do you think are the cultural differences between Asia and the West?

Task 1. Read and translate the text. Answer the questions.

Part 1. BUSINESS MEETINGS THAT MATTER - IT'S POSSIBLE!

Meetings come in all shapes and sizes. There are the everyday office meetings, board meetings, *seminars* – all the way up to major *conferences*. And meetings can now be face-to-face, teleconference, videoconference, or online via the Internet. There are more than enough meetings to go around these days, and for a good reason. Meetings are more important than ever. Modern workplaces are built on *teams*, sharing of ideas, and effective *project coordination*.

If communication is the lifeblood of any organization, then meetings are the heart and mind. The place where we *communicate* our ideas, hash them out, share our passion for better or worse, develop new understandings and new *directions*. It's where deals can happen or fall apart, where strategies are articulated and debated – in short – where we engage with others. That's what it's all about, people meeting with people.

Survey results published in the USA show that *executives* on average spend 40%-50% of their working hours in business meetings.

Part 2. HOW TO PLAN A MEETING

Studies also point out a discouraging trend: surveyed professionals agree that as much as 50% of that meeting time is unproductive and that up to 25% of meeting time is spent discussing irrelevant *issues*. Typically, they complain that meetings are

too long, are scheduled without adequate time to prepare and end without any clear result.

Most of us have been to seminars or conferences where we've left feeling inspired and rejuvenated. The reason is that good seminars and conferences are organized precisely to engage us. Sadly, most office meetings are not.

Believe it or not, meetings can and should be the most interesting and productive part of your day. And if you've ever been to a great conference or seminar, you already have seen some of the basic principles at work. These can be summarized as:

1) *preparation*

2) *facilitation*

3) *inspiration*

4) results

Preparation means making sure your meeting has a clear, stated *purpose*, and an *agenda*. Participants are chosen carefully, invited in professional way and given sufficient prior information. Preparation also means attention to details including: room *bookings*, *catering*, *audio/video equipment*, *reminders*.

Facilitation means that someone or a team is responsible for *guiding* the meeting, a plan for the meeting is reflected in the agenda and the *facilitator* (or *chair*) keeps things on time and on track.

Inspiration is probably the most overlooked aspect of everyday meetings. All the attention to detail and process can push the opportunity for spontaneity and enthusiasm aside. Build in activities that engage participants, use strategies to generate discussion, or visual aids to grab attention.

Results means that every meeting should be directed toward one or more outcomes. Participants must feel that something has been *accomplished*, and they must see all of their meetings as part of the bigger strategy to involve them in the future of the organization. Achievements at one meeting should be recapped in the next, and so on.

Answer the questions to the text:

1. What kinds of meetings are mentioned in the text?
2. Why are meetings characterized as the heart and mind of any organization?

3. How much time do executives spend in business meetings?
4. When can conferences and meetings be considered as successful?
5. What are the basic principles of a successful meeting?
6. What can be included in 'preparation'?
7. What does 'facilitation' mean?
8. Why is 'inspiration' so important for a meeting to be successful?
9. What do 'results' mean?

Task 2. Find words in the text which mean the following:

1. a set of questions that you ask a large number of people in order to find out about their opinions or behaviour _____
2. the activity of providing and serving food and drinks at parties, meetings etc for money _____
3. a subject or problem that is often discussed or argued about _____
4. a list of the subjects to be discussed at a meeting _____
5. a person, experience, place etc that gives you new ideas for something you do _____
6. a manager in an organization or company who helps make important decisions _____

Task 3. Match words with their meanings.

1 conference	A a carefully planned piece of work to get information about something, to build something, to improve something etc.
2 seminar	B arrangements for something that is going to happen
3 project	C a large formal meeting where a lot of people discuss important matters such as business, politics, or science, especially for several days
4 coordination	D a class on a particular subject, usually given as a form of training
5 preparation	E a plan or aim that is intended to achieve
6 purpose	F the organization of people or things so that they work together well
7 guiding	G the tools, machines, clothes etc that you need to do a particular job or activity
8 equipment	H influence on someone's behaviour or ideas

Task 4. Word-building. Complete the table using a dictionary.

Noun (for person, device)	Noun (for idea)	Verb	Adjective
director			
	coordination		
		guide	
			communicative
facilitator			
-		book	

Task 5. Read the text and fill in the blanks with the suitable words from the list.

etiquette relevant colleagues communication meetings
board chair minutes

**SOME BASIC RULES ON BUSINESS MEETING ETIQUETTE AND
PROTOCOL**

By Neil Payne

Business etiquette is essentially about building relationships with (1)_____, clients or customers. In the business world, it is these people that can influence your success or failure. Etiquette, and in particular business etiquette, is simply a means of maximising your business potential by presenting yourself favourably.

Business (2)_____ are one arena in which poor (3)_____ can have negative effects. By improving your business meeting etiquette you automatically improve your chances of success. Comfort, trust, attentiveness and clear (4)_____ are examples of the positive results of demonstrating good etiquette.

The business etiquette of formal meetings such as departmental meetings, management meetings, (5)_____ meetings, negotiations and the like can be puzzling. Such meetings usually have a set format. For example, the chair may

always be the same person, (6)_____, agendas or reports may be pre-distributed or voting may take place.

Here are 10 business etiquette guidelines that are applicable to any formal meeting:

- Prepare well for the meeting. If you are using statistics, reports or any other information make sure it has been handed out at least three days prior to the meeting.
- Dress well and arrive in good time. Your professionalism is linked to both.
- Always remember to switch of a mobile phone.
- If there is an established seating pattern, accept it. If you are unsure, ask.
- Acknowledge any introductions or opening remarks with a brief recognition of the (7)_____ and other participants.
- When discussions are under way it is good business etiquette to allow more senior figures to contribute first.
- Never interrupt anyone - even if you disagree strongly. Note what has been said and return to it later with the chair's permission.
- When speaking, be brief and ensure what you say is (8)_____.
- Always address the chair unless it is clear that others are not doing so.
- It is a serious breach of business etiquette to divulge information to others about a meeting. What has been discussed should be considered as confidential.

The underlying principles of the all the above business meeting etiquette pointers are good manners, courtesy and consideration. If these principles are adhered to the chances of offense and misunderstandings are greatly reduced.

Task 6. Translate sentences from English into Ukrainian or Russian.

1. According to a survey of 600 city residents, garbage collection was the city service people liked most.
2. Unemployment is not the issue - the real problem is the decline in public morality.
3. Early booking is recommended as numbers are limited on many of the tours.
4. I've been working on the Inner City Development Project for the last five years.

5. Dividing students into small groups usually helps facilitate discussion.
6. Have you got a copy of the agenda for tomorrow's meeting?
7. The Green Party held a press conference the next day.
8. Preparations for the upcoming Environmental Protection Conference are nearing completion.
9. Jones is the chair of the Committee on Science, Space, and Technology.
10. Easy enough to say, but sometimes hard to accomplish!
11. Has everyone seen the minutes of last month's meeting?
12. If you don't agree with the results you can appeal to the board of examiners.

Task 7. Compose sentences with the following words and word-combinations.

- issue, key issue, to resolve an issue, environmental issues;
- agenda, to be top of the agenda, item on the agenda;
- inspiration, source of inspiration, look for inspiration;
- conference on, to hold a conference, conference hall, to attend a conference;
- coordination of, coordination between.

Task 8. Read the text and make up a summary.

BUSINESS AND SOCIAL ETIQUETTE IN JAPAN

The Japanese are methodical and meticulous in their approach to most situations in both social and business situations. They tend to enjoy following procedures and are not known for their flexibility in bending rules.

As in many other Asian countries, "saving face" and maintaining dignity is absolutely critical in every situation.

When referring to another person, the Japanese add the suffix "san" to the end of a person's family name. It is the English equivalent of Mr. or Mrs.

The Japanese will be impressed if you have taken the time to learn a couple of Japanese phrases.

The Japanese view bowing as an art form. Care and attention is given to the correct angle and style of bow. The more junior person always bows first and with a greater depth and angle.

The Japanese place a very high importance on personal interactions and spend a great deal of their time building relationships and developing trust.

Punctuality is important in Japan; therefore, be sure to take heavy traffic into account when scheduling appointments.

Business cards are very important. The presentation of business card (meishi) is an acknowledgment of a person's identity. It is wise to have cards printed in Japanese on one side and English on the other. The business cards are presented and received using both hands.

The Japanese are generally non confrontational and prefer to establish unanimous consensus when making decisions.

The Japanese do not bargain over price and other terms as much as many of their Asian neighbors. They will usually make one issue at a time, rather than presenting all for debate at one time.

The Japanese often avoid sustained eye contact. Junior people are less likely to make eye contact and will keep their visual focus low and their heads slightly bowed down out of respect for the speaker.

Most Japanese are not accustomed to dealing with women in business situations. If you are a foreign woman, the Japanese may find it difficult to socialize with you on a business level. Do not take it personally.

UNIT 3

SUCCESSFUL PRESENTATION

Key words: presentation, message, effective, relevant, benefit, crucial, planning, goal, to aim, to minimize, to order, introduction, overview, main body, summary, point, evidence, visual, pie chart, bar graph, statement

Pre-reading activity

Which of the following would you want to include in a presentation, even in a short one? Explain your choice.

- your name
- details of your job
- some jokes
- a summary
- visual aids
- the subject of your presentation
- details of the background situation
- the purpose of your presentation
- main points you are going to cover
- factual information

Task 1. Read and translate the text. Answer the questions.

EFFECTIVE PRESENTATION

Does the thought of speaking in front of others send you running in the opposite direction? You're not alone. The idea of speaking in public can be frightening enough if you're a native English speaker, but it's even more so if English is your second language. Many people avoid public speaking at all costs – and there is a cost. Public speaking is one of the quickest, most efficient ways to market yourself, your *message*, business, or cause. Those who are willing to make presentations immediately stand out from the majority who are not. Whether it's an audience of five people or 500, it's worth it to invest in your skills.

ANALYSE YOUR AUDIENCE

Put yourself in the audience's shoes - try to understand your listener's level of understanding, their map of reality, and anticipate what they want to know.

To give an *effective presentation*, you need to know something about your *audience*. How good is their English? How much do they know about the subject of your talk? Why will they be interested in listening to you? It's a good idea to find out who is attending your presentation so that you can make the information *relevant* and interesting to them. Once you know what your audience wants, you can figure out how to "sell" the *benefits* of your topic to them.

Also ask yourself what you want to achieve from your presentation. Sales presentations are different from information-giving presentations, for example. It's

always a good idea to work out what you want your audience to think or do at the end of your talk, as this will help you focus on the language and *content* of your presentation.

USE A STRONG OPENING STATEMENT OR QUESTION TO INTEREST YOUR AUDIENCE

The first minute of your presentation is *crucial*. In this time you should interest your audience and give them a reason to listen to you. What you say in the first minute depends on your audience and their interests, but it must mean something important to them. Perhaps it is a problem that you know how to solve, or a fact or statistic that they need to know.

PLAN THE CONTENT OF YOUR PRESENTATION

Planning helps you focus on your presentation *goals*, and *minimises* the chances of anything going wrong. You can decide what information to include and how to *order* it.

Aim to speak for no longer than 30 minutes, and leave time for questions and answers at the end. Remember that it's difficult to absorb lots of new information, so don't aim to include too much.

Many presentations are divided into five areas:

- a) The *introduction* (Get someone else to introduce you to the audience. This gives you credibility as a speaker and means that you don't have to waste time telling people who you are and why you are there)
- b) The *overview*
- c) The *main body* of the presentation
- d) Your *summary*
- e) A question and answer session

Make brief notes about all the *points* you want to make in your presentation and make a plan. Organise your presentation into main points and supporting *evidence*. During the presentation, remember that it is a good idea to refer back to your opening statement and remind your audience why they are listening to you.

KEEP VISUALS SIMPLE

Don't put too much information in *visuals* and only use them to illustrate information that would otherwise take too long to explain. Simple graphic visuals such as *pie charts* and *bar graphs* work better than visuals with lots of labelling or words. Use colour and different fonts to help information stand out.

PREPARE QUESTIONS AND ANSWERS

You're likely to have questions at the end of your presentation, so try to think of some in advance, as well as possible answers. The more you prepare these, the better you'll feel able to deal with them.

Your information has to be interesting and up-to-date. You have to prepare thoroughly. AND...if you don't pay attention to these items, you can lose the interest of your audience.

Make eye contact.

Use body language.

Show you're happy to be there.

Move around. Avoid using podiums.

Show your audience what you tell them.

If you're using flip charts, use two.

Present your information instead of reading your notes.

Use visual-aids.

Vary your activities and presentation modes.

Get the audience involved.

Be a good listener.

Be yourself.

Answer the questions to the text:

1. What is the aim of public speaking? Characterise public speaking.
2. Why should you analyse your audience?
3. Why is it necessary to ask yourself what you want to achieve from the presentation?

4. Why is the first minute of the presentation so important? How can you interest the audience?
5. What parts can a presentation be divided into?
6. What visuals are preferable?
7. Should you prepare questions and answers in advance?
8. What other things are important to keep your audience interested?

Task 2. Find words in the text which mean the following:

1. something that you hope to achieve in the future _____
2. an event at which you describe or explain a new product or idea

3. a short description of a subject or situation that gives the main ideas without explaining all the details _____
4. something you say or write, especially publicly or officially, to let people know your intentions or opinions, or to record facts _____
5. an advantage, improvement, or help that you get from something

6. the central part of a speech, presentation, report etc. _____
7. extremely important _____
8. directly relating to the subject or problem being discussed or considered

Task 3. Match words with their meanings.

1 summary	A a circle divided into parts by lines coming from the centre to show how big the different parts of a total amount are
2 message	B a short statement that gives the main information about something, without giving all the details
3 planning	C a spoken or written piece of information that you send to another person or leave for them
4 point	D a picture of boxes of different heights, in which each box represents a different amount or quantity
5 pie chart	E the process of thinking about and deciding on a plan for achieving or making something
6 bar graph	F facts or signs that show clearly that something exists or is true
7 visual / visual aid	G a single fact, idea, or opinion that is part of an argument or discussion
8 evidence	H something such as a picture or the part of a film, video etc that helps people understand, learn, or remember information

Task 4. Structuring a presentation. Read phrases A-J that can be used for organizing and sequencing points in a presentation. At which step in the presentation would you use each phrase? Match phrases A-J with 5 steps of the presentation. Two phrases correspond to one step.

A My presentation is divided into three main sections.	1 the introduction / opening statement
B Thank you for listening – and now if there are any questions, I would be pleased to answer them.	2 the overview
C Have you ever asked yourself why ... ?	3 the main body of the presentation
D So, that was our marketing strategy. In brief, we...	4 the summary
E This chart illustrates the figures...	5 a question and answer session
F I'd be grateful if you could ask your questions after the presentation.	
G Today I'm going to talk about...	
H Thank you. So you would like further clarification on our strategy?	
I Now let me summarise the main points again	
J Another interesting thing to say about ... is...	

Task 5. Translate sentences from English into Ukrainian or Russian.

1. The presentation went extremely well, with almost all of the audience requesting further information about our proposals.
2. The first goal of the study was to define what power strategies were actually used by these managers.
3. The aim of the first chapter is to provide a general overview of the subjects that will be covered.
4. The results of the Survey are presented in three sections, each of which begins with a summary of its major findings.
5. I use the internet mainly for sending e-mail messages.
6. A little forward planning can save you a lot of expense.
7. A bar graph shows present depth and maximum depth reached.
8. Any visual aid should be carefully selected and planned to add clarity to the presentation.
9. The conservation of tropical forests is of crucial importance.
10. We can't make a decision until we have all the relevant information.

Task 6. Compose sentences with the following words and word-combinations.

- goal, to set a goal, to achieve/reach a goal, long-term / short-term goal;
- presentation, to give / to make a presentation;
- get/receive a message, leave a message, send a message, urgent/important message, telephone/fax/e-mail message.

Task 7. Read the description of the school presentation and divide it into main parts. Prepare your own short presentation for environmental classes based on this description. Use presentation phrases from task 4 or useful phrases given below.

Overview:

"My presentation is in three parts."

"My presentation is divided into three main sections."

"Firstly, secondly, thirdly, finally..."

"I'm going to... - talk about..."

- examine...

- tell you about ...

- give you some facts and figures...

The main body of the presentation:

During your presentation, it's a good idea to remind your audience occasionally of the benefit of what you are saying.

"As I said at the beginning..."

"As you remember, we are concerned with..."

"This relates directly to the question I put to you before..."

Keeping your audience with you. Remember that what you are saying is new to your audience. You are clear about the structure of your talk, but let your audience know when you are moving on to a new point. You can use some of the following expressions:

"I'd now like to move on to..."

"I'd like to turn to..."

"That's all I have to say about..."

"Now I'd like to look at..."

"This leads me to my next point..."

Language for using visuals. It's important to introduce your visual to the audience. You can use the following phrases:

"This graph shows you..."

"Take a look at this..."

"If you look at this, you will see..."

"I'd like you to look at this..."

"This chart illustrates the figures..."

Give your audience enough time to absorb the information on the visual. Pause to allow them to look at the information and then explain why the visual is important:

"As you can see..."

"This clearly shows ..."

"From this, we can understand how / why..."

"This area of the chart is interesting..."

Summarising.

At the end of your presentation, you should summarise your talk and remind the audience of what you have told them:

"That brings me to the end of my presentation. I've talked about..."

"Well, that's about it for now. We've covered..."

"To summarise, I..."

Relate the end of your presentation to your opening statement:

"So I hope that you're a little clearer on how we can achieve ..."

"To return to the original question, we can achieve..."

"So just to round the talk off, I want to go back to the beginning when I asked you..."

"I hope that my presentation today will help you with what I said at the beginning..."

SCHOOL PRESENTATION: ENVIRONMENT AND POPULATION

by Bruce Bridgeman

I begin by asking the students to identify environmental problems that concern them personally. These usually include air pollution, water pollution, loss of forests, global warming, and waste disposal. I show how each of these problems that they have identified is created or made worse by population growth. A large population is a cause of environmental stress, and environmental problems are the effects.

A six-minute video shows how the world's population has grown; we then do an interactive demonstration to show how family size relates to population growth, using groups of students as family members. I ask students to offer suggestions for solving the environment/population problem, and after examining the solutions that are unworkable or inhumane, we look at small families as an attainable permanent solution. We look around the world to compare countries that have already achieved stable populations, and contrast them with countries whose populations are growing

rapidly. The comparison suggests practical steps to stabilize the population and the environment worldwide, and give students hope for the future.

The length of my talk can vary from about forty minutes to an hour and a half, depending on available time, and can emphasize curriculum in a particular subject. For mathematics classes we look at exponential growth, and figure out how much a reduction in resource use (such as becoming vegetarian worldwide) changes the human pressure on the environment. Classes in natural sciences can hear more about the mechanisms of pollution, recycling, and the importance of endangered species. For social studies classes, we can emphasize the responses of different societies to the resource crunch, with China as the example that is usually of most concern to students.

Task 8. Read the text and make up a summary.

TIPS FOR A SUCCESSFUL PRESENTATION

By Susan Fee

The journey to become a first-class speaker is not easy. But after coaching hundreds of clients in presentation skills, I'm convinced that anyone can improve and gain confidence by following a few simple techniques:

Know Your Audience. Most presentations fail because the speaker never took the time to find out anything about his audience. Knowing your audience means finding out as much information as possible in advance so that you can successfully match your message to their interests and needs. Helpful information includes: gender breakdown, average age, and their current or past experience with your topic. If it's not possible to learn your audience in advance, then at the very least, arrive early and spend a few minutes meeting people. Or, begin your presentation by asking some general questions like, "Who has experience with...?" This also helps to calm nerves as you are taking the focus off you, and putting it on your audience where it belongs.

Forget Memorizing. One of the biggest fears I've heard from my clients is that they'll forget what comes next. That can happen if you try to memorize your entire speech. All it takes is forgetting one word to trip you up. Instead, only memorize the opening and closing. Looking directly at your audience when you start and finish makes a strong, positive impression. For the middle section, it's fine to glance at note cards with bullet points, or refer to your PowerPoint presentation to jog your memory. Do not, however, write out your whole speech word for word! You'll be tempted to read it instead of connecting with your audience.

Open with a Bang. It's important to grab attention immediately. A good opening sparks interests, sets expectations, previews what's to come, and offers benefits. There are several ways to start: ask a question, tell a story, humor, quotes, dramatic statistics, or music/video. Give your audience a reason to listen, and build your credibility as the best person to be speaking on this topic.

Make it Memorable. Signposting is a way to help your audience follow and remember what you're saying. Phrases that focus listening are: "The point is this," and "The most important thing to remember is." Another strategy is to number your points as in, "I'll be offering three ideas, the first one is..."

Use Silence. Audiences need time and space to digest your information. Silence in speaking is like the white space on a written page; without it, the information is overwhelming. Pause at the end of your sentences and after delivering a dramatic point. It will increase the impact of your message.

Encourage Participation. Back in school, who didn't dread the teacher who lectured non-stop or the church pastor who droned on and on? What was missing was audience participation. Include your audience through questions, exercises, and inviting their ideas. Not only will it keep people more interested, it will take the pressure off you to carry the whole load.

In Closing. Audiences are most likely to remember the last thing they hear. A strong closing should be memorized and review your main points. Motivate the audience to do something – take an action, ask a question, have an emotional response, or think. **UNIT 4**

TELEPHONING

Key words: telephoning, caller, request, query, speakerphone, dial tone, engaged/busy tone, pay phone, long-distance call, mobile phone, cell(ular) phone, ringing tone, schedule, voicemail, transmit, answering machine, phone card, switchboard, device, cordless, messaging

Pre-reading activity

What ways are telephone conversations different from talking face-to-face in?

What basic rules of telephone etiquette can you give?

Task 1. Read and translate the text. Answer the questions.

THE ART OF TELEPHONING

Phone calls have always been a part of life in the modern era. Whether it may be for business purposes or just personal conversations, there are also unwritten rules of etiquette that are vital to follow. The art of *telephoning* should not be corrupted nor neglected.

Whether in business or at home, you should answer the phone in a warm and enthusiastic manner. Make your voice loud and clear as some phones may have trouble getting clear signals or receptions. Do not speak too fast as it may disorient the listener, yet do not speak too slow as it may try the patience of the listener. Always introduce yourself and the name of your company if it is a business call. Address the listener professionally by calling him Mister or Miss followed by his/her last name. Avoid rejecting the *caller's requests* and *queries*. If the caller leaves a *message*, be sure to *clarify* the message. If you have to let the caller wait, don't put them for very long. Chances are they will put down the phone, and your company will lose a customer. Never use the *speakerphone* unless the situation calls for it. Observe these rules on the art of telephoning and you will avoid losing business clients or have disputes with other callers.

In the world today, most people already have *mobile phones*. Much newer rules on the art of telephoning has been made due to these mobile phones. *Cell phones* have their own rules of phone etiquette. This includes avoiding loud *ringing tones* when in a business meeting or in a public assembly or place like movies and theatres. If you have a brand new ringing tone, don't show it off by bringing the volume up to the maximum level. People around will detest it instead of appreciating it. If you have to answer a call in a business meeting or public place, make sure you excuse yourself and go to somewhere where cell phone conversations are allowed.

When you are the one initiating a call, there are different rules on the art of telephoning. When calling a person, for instance, make sure that you are calling at a desirable time. Avoid calling during lunch breaks or meetings if you know the *schedule* of the person you are calling. Introduce yourself first and mention the name of the person you wish to speak with. When you get into a conversation with the person you are seeking, make your intentions clear and go straight to the point. Avoid stalling the person. By doing so, you are respecting the person and acknowledge that he/she has a busy schedule. If you are leaving a *voicemail*, make sure that you mention only the important details. Listeners are known to have a short attention span if what they are hearing does not interest or concern them. If you have to leave a long message, keep your tone lively and keep your message interesting and fun to hear.

A little humor would put the listener in a good mood. When *transmitting* certain names or numbers across the phone, make sure that you repeat every detail. The last thing you would want is to have your name misspelled or leaving a wrong phone number.

Answer the questions to the text:

1. Why is telephoning etiquette important?
2. What are the requirements for your voice and manner when speaking on the phone?
3. What are the rules of using mobile phones?
4. What rules are connected with the time of your call?

Task 2. Find words in the text which mean the following:

1. a plan of what someone is going to do and when they are going to do it

2. a question that you ask to get information, or to check that something is true or correct

3. loud and clear sound made by a telephone

4. a system which lets people leave recorded messages for you on your telephone when you are unable to answer it

5. a polite or formal demand for something

Task 3. Match words with their meanings.

1 dialling / dial tone	A the sound you hear when you telephone someone but they are already talking to someone else
2 pay phone	B the sound you hear when you pick up the telephone that lets you know that you can make a call
3 engaged / busy tone	C a telephone that contains a microphone and a loudspeaker, so that you can use it without holding it. It is especially used in business meetings when groups of people in different places want to talk to each other.
4 caller	D a public telephone that you can use when you put in a coin or a credit card
5 speakerphone	E a machine or tool that does a special job
6 cordless	F someone making a telephone call
7 device	G the system or process of sending messages using electronic equipment
8 messaging	H a piece of equipment that is not connected to its power supply by wires

Task 4. Translate sentences from English into Ukrainian or Russian.

1. It's important that everyone on the project keeps to the schedule.
2. When he called at noon, her answering machine emitted a long series of beeps followed by a dial tone.

3. Consider: the electricity has been cut off, the gas supply has stopped, the telephone has no dialling tone.
4. He listened to the ringing tone repeated for more than a minute before he gave up.
5. One afternoon I got home from a business trip, and the first thing I did was check my voice mail.
6. It wasn't permitted to take incoming calls on the pay phone in the hallway of the hotel.
7. I've spent hours, literally, dialling and re-dialling the place only to get the engaged tone every time.
8. He doesn't like using hotel switchboards to transmit orders.

Task 5. Telephone quiz. Underline the best word.

- 1 When you pick up the phone to call someone you hear a (ringer, dial tone, receiver)
- 2 If I'm not home leave a message on my (directory, answering, dial) machine.
- 3 Sally must be talking to her mom because I have been getting a (answer, chat, busy signal) for two hours.
- 4 I never answer my (cordless, cell phone, pay phone) while I'm driving.
- 5 Mark always turns his (ringer, other line, call display) off when he is studying.
- 6 I'm busy right now. Can you (hang up, call back, telephone book) later.
- 7 You have to (answer, hang up, dial) "0" for the operator.
- 8 I have a (receiver, cordless, busy signal) so I can do the dishes and chat at the same time.
- 9 You will need a quarter or a phone card if you want to use the (cell phone, pay phone, pager).
- 10 I know it was my boyfriend who called because I have (dial tone, call display, directory)

Task 6. Learning telephone English can be frustrating as you really need to practice your skill as often as possible in order to improve your comprehension skills. But first you have to learn the basic phrases used in telephoning. In this task you are given phrases which can help answer and speak on the phone. Learn them.

to telephone someone = to phone someone = to ring someone (up)

A local call # a long distance call.

Hold the line, please # Hang up.

Answering the phone. Introducing yourself. Asking for someone

1- This is Mike Baxter = Mike Baxter speaking

2- Who's speaking ? = Who's calling ?

3- Who shall I say is calling ?

4- Can you spell your name, please ?

5- Where are you calling from ?

Getting the right person / department

6- Could I speak to Mr So and So, please ?

7- Could you put me through to Mr ..., Mrs..., Miss..., Ms... , please ?

8- Could you put me through to extension 405, please ?

9- I'm connecting you now = I'm putting you through now

10- Putting someone on hold

11- Just a moment, please.

12- Could you hold the line, please?

13- Hold the line, please.

Problems

14- I can't get through.

15- The line's engaged / busy.

16- I'm afraid Mr X is out at the moment / isn't in today / is on another line

17- Sorry, wrong number.

18- This is a recorded message..... Please speak after the tone.

19- Sorry, we were cut off.

- 20- I can't hear you. We've got a crossed line.
- 21- All lines are engaged. Please, try later.
- 22- Look up the number in the directory.
- 23- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- 24- Please replace the handset / receiver and try again.

Solutions to a problem

- 25- I'll ring him/her back later.
- 26- Could you ask him/her to ring me back ?
- 27- Can I take a message ?
- 28- Dial number
- 29- I'm afraid you've got the wrong number.
- 30- I've tried to get through several times but it's always engaged.
- 31- Could you spell that, please?

Ending a conversation

- 25- Thank you very much for calling / phoning.
- 26- I look forward to meeting you / hearing from you soon.

Telephone language and phrases in English

Task 7. Telephoning problems

Telephone contact is vital to business and everyday life and the phone itself is a simple and familiar thing. But sometimes things go wrong and you suffer of telephoning problems. Read the typical telephoning problems and choose expressions that might help you.

1	you don't understand the caller	A	Could you speak up a bit, please?
2	you can't hear the caller	B	Could I send you the details by fax or email?
3	you have a bad signal on your mobile	C	I'm afraid I can't hear you very well. Could you say that again, please?
4	you can't explain difficult thing by phone	D	I'm afraid I don't understand what you mean. Could you repeat that?
5	you can't understand the caller because he speaks too fast		

6	the caller is through to the wrong person or wrong department	E	Can you spell that please?
		F	Could you speak more slowly
		G	Can I call you back?
		H	I'm afraid you've got the wrong number.

Task 8. Choose the expressions A-J which have similar meanings to 1-10, to fill in the gaps

1. I'll put you through. (_____)
2. Hold on, please. (_____)
3. The line is engaged. (_____)
4. May I know who's calling? (_____)
5. Mr. Smith, please. (_____)
6. Mr. Smith: This is he. (_____)
7. I'm afraid he is not available now. (_____)
8. I'll give you a ring later. (_____)
9. So long. (_____)
10. May I see him tomorrow? (_____)

- A Bye now.
- B I'd like to have an appointment with him tomorrow.
- C What's your name, please?
- D I'll connect you.
- E May I speak to Mr. Smith, please?
- F Please wait for a moment.
- G I'll call you back later.
- H I'm sorry Mr. Chan isn't around right now.
- I Smith speaking.
- J The line is busy/ occupied.

Task 9. Read the dialogue and choose the best word or word combination to fill the blanks.

Making an Appointment

Receptionist: Thank you for phoning Maple Dental Clinic. Sylvia _____
(speaks, speaking, calls). How can I help you?

Thelma: Hi Sylvia. _____ (This be, It's, I am) Thelma Woods calling.
How are you today?

Receptionist: I'm fine Mrs. Woods. How are you?

Thelma: Well, actually, I have a bit of a sore tooth. I was hoping Dr. Morris
would have some time to see me this week.

Receptionist: I'm _____ (afraid, scared, worried) he's booked this week. I
can put you in for 2pm next Tuesday. How does that sound?

Thelma: That would be great.

Receptionist: I'll have to give you the address of our new office.

Thelma: Oh, that's right, you moved.

Receptionist: Yes, we moved downtown. Do you have a _____ (pen
handy, the handy pen, the available pen)?

Thelma: Could you hold on a _____ (buzz, moment, time) please.
...Okay, go ahead Sylvia.

Receptionist: Okay, we are at 723 Baltic Avenue. Suite 004.

Thelma: _____ (If you could, Please can you, Would you mind)
spelling that for me?

Receptionist: Sure. That's seven-twenty-three Baltic--B _____ (for Bear, as
if Brave, as in Bravo) A as in Alpha, L as in Lima, T as in tango, I as
in India, and C as in Charlie. And it's suite zero zero four.

Thelma: Okay great. I'll see you on Tuesday then.

Receptionist: Okay. _____ (Great for, Pleased to, Thanks for) calling.
See you then.

Thelma: Thanks. Bye.

Task 10. Read the short text about car phones and fill in the gaps with one of the words given below. Learn these words.

many areas remote hands free kits accommodate installed
specifically designed portable fitted affordable

CAR PHONE

A car phone is a mobile phone device (1) _____ and (2) _____ into automobiles. The car phone was once, in the late 1970s and 1980s, more popular than a regular mobile phone. Since the mobile phone boom in the 1990s, when they became much more (3) _____, the car phone has suffered, as most people carry their small (4) _____ mobile phone around with them, even in the car. However, (5) _____ are now (6) _____ into cars, so the driver can talk and listen to a call while driving.

While car phone-type services have been suspended in (7) _____ of the world, the service persists in some (8) _____ areas. Many more modern mobile telephone systems do not have the range or transmission power that car phone systems have, nor are their telephones large enough to (9) _____ the higher-power transmission equipment used in car phones.

Task 11. Today it's impossible to imagine a man, a woman or a child without a mobile phone. Mobile phones have become a token of contemporary life. Read the text about mobile phones and fill in the blanks with the words from the list given below. Learn these words.

device vehicles messaging limited public switched telephone network
introduced cordless support currently sufficiently large handheld
current location interchangeably

Mobile Phone

A mobile phone or cell(ular) phone is an electronic telecommunications (1) _____. Most (2) _____ mobile phones connect to a cellular network of base stations, which is in turn interconnected to the (3) _____ (PSTN)(the

exception are satellite phones). Cellular networks were first (4)_____ in the early to mid 1980s (the 1G generation). Prior mobile phones operating without a cellular network, such as Mobile Telephone Service, date back to 1946. Until the mid to late 1980s, most mobile phones were (5)_____ that they were often permanently installed in (6)_____ as car phones. With the advance of miniaturization, (7)_____ the vast majority of mobile phones are (8)_____. In addition to the standard voice function of a telephone, a mobile phone can (9)_____ many additional services such as SMS for text (10)_____, packet switching for access to the Internet, and MMS for sending and receiving photos and video.

Mobile phones are distinct from (11)_____ telephones, which generally operate only within a (12)_____ range of a specific base station. Technically, the term mobile phone includes such devices as satellite phones and pre-cellular mobile phones such as those operating via MTS which do not have a cellular network, whereas the related term cell(ular) phone does not. In practice, the two terms are used nearly (13)_____, with the preferred term varying by (14)_____.

Task 12. Role Play ‘Requesting Travel Information’

Student A:

Choose a city in your country. You are going to travel to this city for a business meeting over the next weekend. Telephone a travel agency and reserve the following:

Round-trip flight

Hotel room for two nights

Restaurant recommendation

Prices and departure times

Student B:

You work in a travel agency. Listen to student A and offer him/her the following solutions:

Round-trip flight: Air JW \$450 Coach, \$790 First Class

Hotel room for two nights: Hotel City \$120 a night in the downtown area, Hotel Relax \$110 a night near the airport

Restaurant Recommendation: Chez Marceau - downtown - average price \$70 a person

UNIT 5

NEGOTIATIONS

Key words: negotiations, resolve an issue, partnership, outcome, accept, matter, item, major, minor, restore, guideline, solution, joint, advantage, overcome, obstacle, viewpoint, approach, option, conduct, resume, terms of implementation, offer, party, talks, achieve/ reach an agreement, win-win, win-lose, bargain.

Pre-reading activity

As they often say in business, everything is negotiable. To get some benefits you discuss a lot of items your parents, friend and teachers. What are they? Are you always successful? What strategies do you use to become a winner?

- if you don't agree, say 'no';
- give reasons and arguments to support your point of view;
- keep repeating your demands;
- look for alternative solutions;
- ask questions.

Task 1. Read and translate the text. Answer the questions.

SUCCESSFUL NEGOTIATIONS

One of the most important skills anyone can hold in daily life is the ability to *negotiate*. In general terms, a negotiation is a resolution of conflict. We enter *negotiations* in order to start or continue a relationship and *resolve an issue*. Even before we accept our first jobs, or begin our careers, we all learn how to negotiate. For one person it begins with the negotiation of an allowance with a parent. For

another it involves negotiating a television schedule with a sibling. Some people are naturally stronger negotiators, and are capable of getting their needs met more easily than others. Without the ability to negotiate, people break off relationships, quit jobs, or deliberately avoid conflict and uncomfortable situations.

In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale, or to form a new *partnership*.

WIN-WIN AND WIN-LOSE SITUATIONS

Win-win, win-lose, and lose-lose are terms that refer to the possible outcomes of a dispute involving two sides, and more importantly, how each side perceives their outcome relative to their standing before it. For example, a "win" results when the outcome of a negotiation is better than expected, a "loss" when the outcome is worse than expected.

Win-win outcomes occur when each side of a dispute feels they have won. Since both sides benefit from such a scenario, any resolutions to the conflict are likely to be accepted voluntarily. The process of integrative *bargaining* aims to achieve, through cooperation, win-win outcomes.

Win-lose situations result when only one side perceives the outcome as positive. Thus, win-lose outcomes are less likely to be accepted voluntarily.

Some ideas below can help to run 'win-win' negotiations.

PREPARATION STAGE

Don't underestimate the importance of preparation. Try to get as much information about the other *party* as you can beforehand. Develop a 'negotiation strategy'. Make a list of items you want to discuss. Think over possible scenarios. Consider the scenarios from the other party's point of view. Make sure that it is a 'win-win' situation. Visualize possible *outcomes* and your reaction in each case.

The better you are prepared, the quicker you will be able to adapt to new unexpected negotiating positions and remain in control. A negotiator should have the following four basic positions in mind when carrying out negotiations:

- the ideal outcome – what he would like to achieve in an ideal situation;

- the realistic outcome – what he realistically expects to be possible;
- the ‘bottom line’ – the lowest *offer* the negotiator will *accept*;
- the best alternative to a negotiated agreement, if the negotiations don't work out...

BREAKING THE ICE

Normally about five percent of negotiating time is devoted to 'breaking the ice'. The two parties adjust their thinking and behavior towards one another. People normally don't immediately switch into discussing *business matters*. The topics from the very beginning of negotiations are usually neutral and non-business related. It is customary to ask the other party about their trip to your office. Communication skills are important at this stage. Be positive, and create a productive atmosphere of confidence and trust.

PURPOSE, PLAN AND AGENDA

At the very beginning of the *talks* discuss and get an agreement on the purpose, plan and agenda of a meeting. Get feedback from the other party. To clarify the point of view of the other party ask questions like: ‘What do you think about this?’

SOME ADVICE TO A NEGOTIATOR:

- first discuss *major items*, then *minor items*;
- first consider problems *in general*, then *in a more detailed way* if it is necessary;
- follow the *guidelines* of the plan one by one;
- move to the next point after you have resolved the previous one.

It is important to listen carefully to the other party and demonstrate that you understand their point of view. Be open-minded. Take notes, so you will be able to *restore* in your memory *issues* discussed and agreements made. Keep your *objectives* in mind. Pay attention to feedback and body language. Quickly and accurately read the signals the other party is sending. If you are attentive, nonverbal language can lead you to some important clues.

NARROWING AND RESOLVING DIFFERENCES

There are always differences in *viewpoints* of parties, but negotiations are *conducted* with a view to reaching a mutually beneficial agreement. It is necessary to decide

what issues you are prepared to compromise on, and which are crucial and nonnegotiable. Here is some advice on problem-solving tactics:

- present a problem in general terms and obtain the other party's view on it;
- look together at the possible *solutions* and *joint advantages*;
- suggest practical actions to *overcome obstacles*;
- focus on *mutual benefits*, not differences.

Be flexible, creative and generate new ideas, *approaches* and *options*. Consider different approaches. Leave them with a feeling that everyone has won. Don't exceed your authority. Be careful with promises and do not promise what you are not sure you can deliver. It is usually better to 'underpromise' and to 'overdeliver'.

IF YOU ARE IN A *DEADLOCK*

If negotiations are difficult, don't burn bridges and 'don't cut what you can untie' – take a break. A break often allows parties to find ways to build bridges when they *resume* negotiations.

IMPLEMENTATION

If negotiations are successful and parties *reach an agreement*, it is essential to reach an agreement about the *terms of implementation*.

The principle stages of *achieving an agreement* are as follows:

- reach an agreement in general;
- reach an agreement in detail;
- reach an agreement about the terms of implementation.

Document the agreement reached in a written form. Analyze, evaluate and summarize your performance, and integrate the lessons learned in your experience for the future.

Answer the questions to the text:

1. Where can we apply our negotiating skills?
2. What is the difference between win-win and win-lose situations?
3. What should you do at the preparation stage?
4. What skills are important when 'breaking the ice'?
5. What is the most important matter at the beginning of the negotiations?

6. What tips can you give to a negotiator?
7. How can you overcome difficulties?
8. What can you do if you are in a deadlock?
9. What are the principal stages of achieving an agreement?

Task 2. Find words in the text which mean the following:

1. something that makes it difficult to achieve something _____
2. a choice you can make in a particular situation _____
3. formal discussions between governments, organizations etc. _____
4. the final result of a meeting, discussion, war etc - used especially when no one knows what it will be until it actually happens _____
5. the state of being a partner in business _____
6. a single thing, especially one thing in a list, group, or set of things _____

Task 3. Match words with their meanings.

1 offer	A one of the people or groups who are involved in a legal argument or agreement
2 party	B a subject or situation that you have to think about or deal with
3 guideline	C a statement saying that you are willing to do something for someone or give them something
4 agreement	D taking action or making changes that you have officially decided should happen
5 matter	E rules or instructions about the best way to do something
6 implementation	F a particular way of thinking about a problem or subject
7 solution	G an official document that people sign to show that they have agreed to something
8 viewpoint	H a way of solving a problem or dealing with a difficult situation

Task 4. Translate sentences from English into Ukrainian or Russian

1. The greatest obstacle to economic progress has been mass unemployment.
2. Where these materials have to be cleaned methylene chloride is the only chemical option once items are soiled.
3. Then Tymoshenko and other opposition leaders disagreed over whether to enter into talks with Kuchma or organize a popular referendum against him.
4. The negotiations are continuing, and we are hoping for a positive outcome.
5. A win-win outcome is where all parties involved are successful in achieving their objectives.
6. The first item on the agenda today is the matter of public transportation.
7. We need to seriously consider all the different viewpoints on the issue.
8. Both parties will meet again on Monday to discuss the contract.
9. We need a strategy that can be implemented quickly.
10. Nuclear weapons are a major obstacle on the road to peace.

Task 5. Compose sentences with the following words and word-combinations.

- obstacle, overcome an obstacle, remove an obstacle, major/serious obstacle;
- talks, held talks, peace/trade talks;
- item, item on the agenda;
- matter, a serious/important matter, raise a matter with somebody (=discuss something with someone), be a matter for somebody (to decide) (=be something that a particular person should deal with);
- an offer, offer to do something, to offer, accept/take up an offer, job offer.

Task 6. Complete the sentences.

1. First of all we should discuss...
2. I'd like to begin by saying ...
3. We've carefully studied your offer and would like ...
4. I've been authorized to discuss ...
5. If you look at it from our point of view,...
6. So, the next step is ...

7. I'd like to clarify that ...

8. Let's turn to the question of ...

Task 7. Read the text and fill in the gaps with the words given below

implemented *offers* *major* *negotiations* *outcomes*

implementation *approaches* *win-win* *participating countries*

Win-Win Climate Negotiations

Crucial but difficult international negotiations on the United Nations Framework Convention on Climate Change, culminated in the December 2009 meeting in Copenhagen, established the framework for the period following the expiration of the Kyoto Protocol in 2012. It is vital that all (1)_____ emitting countries negotiated and (2)_____ firm agreements to reduce global greenhouse gas emissions. The expectations for the developed countries were clear – they needed to strengthen the binding emissions caps established at Kyoto and bring in the United States to set a trajectory toward a reduction of 80 percent by 2050. For non-developed countries, the negotiating strategy for the post-Kyoto period should focus on “win-win” mitigating policies and measures that would reduce greenhouse gas emissions while promoting their economic growth.

In those (3)_____, non-developed countries could submit (4)_____ of specific policies and measures they would be willing to adopt, together with schedules for (5)_____. Countries accompanied their offers of specific policies and measures with estimates of their probable efficacy, in terms of greenhouse gas mitigation. Negotiations centered on finding an equitable balance of commitments among (6)_____.

Despite the very difficult economic circumstances in which international climate negotiations took place in 2009, successful (7)_____ are more urgently needed now than when the Kyoto Protocol was concluded. Focusing negotiations on implementation of “(8)_____ ” opportunities to reduce emissions in non-developed countries were successful in producing agreements that would be implemented and would result in significant reductions, and was one of the few imaginable (9)_____ with that potential.

Task 8. Responding a proposals. Sometimes the other party of a negotiation makes an offer you don't want to accept. In this case you can choose different strategies. Match sentences 1-6 with strategies A-F

- 1 What do you mean exactly when you say....
- 2 I see. Well, I can understand your position.
- 3 I'm afraid that's not acceptable to us.
- 4 It sounds like a reasonable idea, but...
- 5 Could you give more information on the last point?
- 6 Let me think...

- A Say that you agree in principal
- B Dismiss the offer completely
- C Make a neutral response
- D Give yourself time to think
- E Clarify
- F Ask for more information

Task 9. Read the article to learn more about negotiating strategies that can be used every day. Put strategies A-F into appropriate places 1-6. Say what strategies you usually use, give your own examples.

- A Be persistent and creative
- B Don't use tentative language
- C Don't take "No" for an answer
- D Listen and ask the "What if" question
- E Use High Initial Demands (HID) to your advantage
- F Pumps the customer up with your enthusiasm

Learning Negotiation Skills From Children

By Robert Menard

Children are good negotiators. They know that 'no' means 'maybe', do not give up easily, and ask for more than they want.

1. _____

Kids demand to know "Why". If they move past the parental "No, because I said so", they may overcome the objection. The adult equivalent words in the sales negotiation context are, "Tell me about it." This phrase opens the door to frank communication and dislodges the 'No' answer.

2. _____

A rejection merely whets their creativity. On my 8-year-old daughter Brie's annual Girl Scout cookie sale, a neighbor said that she had already bought. Brie countered, "The thin mints are especially good as frozen treats". As the neighbor reconsidered, my budding sales pro added, "They are great for snacks when guests arrive." The neighbor bought three boxes, and I relearned an excellent lesson.

3. _____

Since kids hear 'no' as 'maybe', they relish the opportunity to convert 'no' to the 'yes' column. For instance, Brie asked, "what if I do tomorrow's homework today? Then Allison and I can go to the mall until dinner." While it would annoy a buyer if we were to continually ask 'why', we refine it to the "What if" question to reach the same result. For example, "What if we were to extend the price protection? Would that seal the deal?"

4. _____

Brie's "What if" question closes in the affirmative. Confidence precedes the sale. They use optimistic terms and avoid tentative language that might invite denial.

5. _____

Dressed in her Girl Scout vest, Brie enthusiastically expected to close every sale. After introducing herself and the cookies, she asked the closing question, "How many boxes do you want today?" She had the order sheet and the pen in hand. When sales professionals lose enthusiasm, it tells the customer that there is no compelling reason to buy.

6. _____

Kids train their "customers" by presenting HID. A friend's daughter told her horrified father that she wanted a nose ring. He tried in vain to persuade her of the hygienic

and sociological risks. Predictably, she burst into a tirade of how she would be scarred for life without such a fashion statement. Caving to relentless pressure, her dad compromised on his daughter's 'reluctant' concession that she get pierced ears instead. To reward her wisdom, and relieve his guilt, dad threw in a pair of earrings. On the way out the door, she winked at me and whispered, "Wow, all I really wanted was pierced ears, but I got earrings too." Unskilled adult negotiators reject HID in a naïve attempt to save time and effort. Kids know better.

Kids can teach us many lessons about negotiation that we have forgotten as we matured. We can learn much from their natural negotiation skills.

Task 8. Read the text written by John Patrick Dolan, a recognized expert in the field of negotiation. Make up a summary.

THE GENDER BLENDERS

How Successful Men And Women Mix-It-Up in Negotiation

Men and women have been talking to each other ever since Adam became separated from his rib and the first gender gap was opened.

Our early ancestors settled on a division of labor, dictated largely by biological necessity: The women bore the children and carried within their bosoms their infants' first food supply. Hence, Mama stayed home with the kids while Papa went hunting Mastodons and fighting bad guys from other tribes. Mama dug up roots and picked berries to go with the meaty victuals Papa brought home, but outside the Clan of the Cave Bear, she was an observer, not a participant in the hunt.

From early history, boys and girls grew up in separate cultures, schooled in separate roles. Not surprisingly, then, men and women developed identifiable styles of communication. Papa's language was the language of the hunt and the fight; the language of competition. Mama's language was the language of hearth and home; of nurturing and cooperation. It should not surprise us that men and women frequently misunderstand one another, even in everyday communications.

Even into modern times, girls were expected to learn the arts of housekeeping—cooking, sewing, and child-rearing—while boys were expected to

learn trades or enter the professions. Men were strong and assertive while women were beautiful and submissive.

Some women did embark on careers, but only those reserved for the "fairer sex": teaching, nursing, and occasionally writing. But whatever role they chose, they were expected to be women first—virtuous, yielding, dainty and pretty. Throughout history, the strongest have made the rules, and until modern times the strong were the people with the muscles and agility—which meant the men. Women could negotiate, but only from positions of weakness, since men made the laws and had the brawn to enforce them.

Today strength still prevails, but power is no longer measured by the size of your biceps. Technology has leveled the playing field so that women can fly airplanes, drive 18-wheelers, and operate construction cranes as skillfully as men.

They can also program computers, chart market trends and plot corporate strategies with all the finesse that men can muster. They are joining the men in the hunt, and when the men try to force them away, they don't have to defend their status with a club; they can wield the law instead.

Increasingly, women are taking their places at corporate tables as fully participating executives. They are interacting with men as equals, not as subordinates. The "man's world" that used to exist has been evaporating - sometimes slowly, to be sure—ever since women won the right to vote.

Women have more than doubled their representation in non-clerical white-collar jobs in American companies since the 1960's, and now occupy almost half these positions. But a 1994 survey by the Wall Street Journal showed that women still held less than a third of the managerial jobs in the 38,059 companies. And among 200 of the nation's biggest companies analyzed by the Journal, women held just one-fourth of the jobs classified as "officials and managers" - a broad category that includes a wide variety of supervisory posts, from the manager of the janitorial service to the CEO of the company. At the vice presidential level, women made up an even smaller percentage—less than 5% in 1990.

Many women get the feeling that this preponderance of males in top positions creates a management culture that is hostile to females. Companies that do succeed in populating their executive suites with a sizable female contingent find that it becomes easier to attract able women.

The Sara Lee Corp. began hiring women into high-level jobs during the 1980's and, as The Journal put it, "watched the cultural changes trickle down." The newspaper quoted Gary Grom, senior vice president of human resources: "The more women in top management jobs, the more women are attracted to them." The reason is this is true that women find it easier to relate to other women and men find it easier to relate to other men.

Women often don't fit into the corporate culture—which was developed by and for men.

Wells Fargo is a company that has succeeded in changing their corporate cultures into a blend of genders. By the early '90's, about two-thirds of its management people were women. By 1992, seven of the 38 executive vice presidents and 19 of the 108 senior vice presidents were women.

Companies such as Sara Lee and Wells Fargo demonstrate that when a certain critical mass is achieved, the genders can form a successful blend.

The ideal situation—the one toward which we hope we are moving—would be a work force populated equally by men and women at all levels, with equal opportunity for all. In such an environment, men and women would develop a common language based upon common activities. A language in which the best features of both are blended. This gender-blended language will enable men and women to communicate precisely and comfortably with one another – across the conference table, and across the dinner table... and gender-blending is already a work in progress.

UNIT 6

SCIENTIFIC AND BUSINESS CORRESPONDENCE

Key words: acknowledgement, gratitude, regret, favour, routine, pattern, casual, reflection, observation, attitude, courteous, concise, to the point, majority,

symposium, workshop, arrangement, exchange, simplicity, accuracy, superior, inferior, consideration, assume, skim, bottom line, legalistic, memo, content

Pre-reading activity

- Do you often write letters?
- What do you prefer: writing letters or e-mails? Why?
- Do you know rules of good writing etiquette? What are they?
- What do you think about a person making grammar mistakes in his letters?

Task 1. Read and translate the text. Answer the questions.

SCIENTIFIC AND BUSINESS CORRESPONDENCE RULES

Letter-writing as a form of social speech is an essential part of communication. It carries the principal functional language elements for realizing the communication art:

syntax (e.g., expressing a polite request using 'will' and 'would' in the interrogative forms of a sentence),

attitudes (requests, *acknowledgement*, *gratitude*, *regret*, *favour*, etc.),

modality (probability, possibility, desire, etc.)

guide words that enable the writer to connect his ideas, concepts, thoughts etc. (e.g. 'as to', 'in comparison with', 'in respect of', etc.).

Letters, as is known, may be private, official (semi-official), professional. Each letter-writer has a characteristic way of writing, his style of writing, his manner of expressing his ideas, thoughts, facts, etc.; but it must be emphasized that the *routine* of official, business, professional letters require as certain accepted idioms, phrases, *patterns* which are found in general use to-day.

Therefore, certain letter-writing skills must be acquired by practice, and details of writing must be carefully and thoroughly learnt.

Letter-writing, of course, is not the same as *casual* conversation, it bears only the same powers of thoughts, *reflections* and *observations* as in conventional talk, but the form may be quite different. What makes the letter attractive and pleasing is not

always the message of the letter, it is often the manner and style in which the message is written. For example, "I wish to express to you my sincerely appreciation for your note of congratulation" or "I am sincerely happy that you were elected President of the Biological Society." As you see such formulations show the *attitude* of the writer, his respect and sincerity.

The language of business, professional and semi-official letters is formal, *courteous*, tactful, *concise*, expressive, and *to the point*.

In the case of "scientific correspondence" the *majority* of letters bear mostly a semi-official character and are concerned with different situations associated with scientific activities concentrated around the organization of scientific meetings (congresses, *symposia*, *workshops*, etc.), the *arrangement* of visits, invitation, publication, the *exchange* of scientific literature, information, etc. Letters of this kind have a tone of friendliness, politeness, naturalism. Modern English letters should not be exaggerated, overburdened, outmoded with time-worn expressions. The keynote is *simplicity*. Modern letters tend towards using the language of conversational style.

BUSINESS WRITING IS DIFFERENT

Writing for a business audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and *accuracy*. This distinction does not make business writing *superior* or *inferior* to other styles. Rather, it reflects the unique purpose and *considerations* involved when writing in a business context.

When you write a business document, you must *assume* that your audience has limited time in which to read it and is likely to *skim*. Your readers have an interest in what you say less than as it affects their working world. They want to know the "*bottom line*": the point you are making about a situation or problem and how they should respond.

Business writing varies from the conversational style often found in email messages to the more formal, *legalistic* style found in contracts. A style between these two extremes is appropriate for the majority of *memos*, emails, and letters.

Writing that is too formal can alienate readers, and an attempt to be overly casual may come across as insincere or unprofessional. In business writing, as in all writing, you must know your audience.

In most cases, the business letter will be the first impression that you make on someone. Though business writing has become less formal over time, you should still take great care that your letter's *content* is clear and that you have proofread it carefully.

Answer the questions to the text:

1. What principal functional language elements should be taken into consideration for letter-writing?
2. What is required for official, business, and professional letters?
3. What is the difference between letter-writing and a conventional talk?
4. What attitude of the writer do formulations "I wish to express to you my sincerely appreciation for your note of congratulation" and "I am sincerely happy that you were elected President of the Biological Society" express?
5. What are the basic features of scientific letters?
6. What should you take into account when writing a business letter?
7. What is a style of business writing as usual?

Task 2. Find words in the text which mean the following:

1. the quality of being not complicated, especially when this is attractive or useful

2. the ability to do something in an exact way without making a mistake

3. the usual order in which you do things, or the things you regularly do

4. a short official note to another person in the same company or organization

5. the act of publicly thanking someone for something they have done _____
6. a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises _____

Task 3. Match words with their meanings

1 pattern	A plans and preparations that you must make so that something can happen
2 gratitude	B a regularly repeated arrangement of sounds or words
3 bottom line	C is used to tell what the most important part of a situation is, or what the most important thing to consider is
4 arrangement	D to think that something is true, although you do not have definite proof
5 concise	E the feeling of being grateful
6 assume	F to read something quickly to find the main facts or ideas in it
7 skim	G short, with no unnecessary words
8 content	H a formal meeting in which people who know a lot about a particular subject have discussions about it
9 symposium (<i>pl.</i> - symposia)	I the ideas, facts, or opinions that are contained in a speech, piece of writing, film, programme etc

Task 4. The letter given below shows the basic features of a simple business letter. As usual any business letter can be written using the following general scheme:

1. Heading (writer's address, date of the letter).
2. Inside address (name and address of the person or company receiving the letter).
3. Greeting/salutation (Dear Sir/Madam).
4. Body of the letter (reference, information, purpose, conclusion).
5. Closing or complimentary close (saying good-bye).
6. Signature.
7. Enclosure / attachment (if any documents are enclosed)

Match the points given above with the information from the letter:

	333 Ridgeway Avenue Winter Park, USA
	October 1, 2009
The Manager, Four Seasons Hotel 241 Main Road Liverpool, England	
Dear Sir/Madam	
The name of your hotel I have found at the website of the Hotel Association, and I shall be very much obliged if you let me know whether you have the following accommodation available for two weeks, from 15 th January: One double room with a private bathroom and one single room. Thank you in advance for your reply.	
Yours faithfully,	
April Jones	

Try to write your own letter to book rooms in a hotel or a motel. The choice of a hotel, terms of an arrival and departure, names and addresses and any details are your own.

Task 5. You have found different parts of many letters. Choose what phrases you should use: a) at the beginning of a business letter; b) in the middle; c) at the end. Complete the phrases where it is necessary

We have pleasure in informing you.....

Yours sincerely

In reply to your letter dated

We look forward to a visit of the president

We wish to inform you

Yours faithfully

Thank you for your letter dated

I'm looking forward to meeting you soon

I enclose with the letter the resume.

Best regards

Thank you in advance for

Please, contact us as soon as possible.

You are kindly requested to study this material and inform us about your decision.

We have attached the payment documents to the letter.

Please send us by fax

Task 6. Translate sentences from English into Ukrainian or Russian

1. The vast majority of users are attracted to Microsoft Windows by its very simplicity.
2. There have been questions about the accuracy of the report.
3. This practice should be based on proven principles, acceptable to all, and not on routine and ritual.
4. The Managing Director sent out a memo to all employees saying there would be a meeting at 10 o'clock.
5. Employees may return from a seminar or workshop feeling empowered, energetic, creative, and open to new alternatives.
6. The committee expressed its gratitude for the contribution he had made.
7. Was it the pattern of politics or the future of Britain's trading arrangements which he wished primarily to influence?
8. We assume that other industrialized nations are going to help with money for food and other supplies.
9. Make sure that your answers are as clear and concise as possible.
10. The chairman's speech was short and to the point.

Task 7. You work at the Organizing Committee of International Climate Conference which will take place in Kharkov, September 25-30, 2010. Write the letters of invitation to the participants of the conference using the model given below

A LETTER OF INVITATION

United States Department of Environment
International Marine Life Protection Conference
Washington, D.C.,
20658, USA

June 2nd, 2009

Prof. D. Bergman
Aston University
Aston Triangle
B4 7ET Birmingham
UK

Dear Professor Bergman

On behalf of the United States Environmental Protection Agency it is an honour for us to welcome you and to be your host in Washington during the International Marine Life Protection Conference, November 20-27.

It is a pleasure for us not only to invite you to a conference of the highest scientific standard but also to visit Washington and, if you wish, other exciting places in the USA.

The scientific planning of the conference has resulted in a exciting program with more than 40 major and assembly symposia not including the numerous free communication sessions.

I am glad to inform you that your abstract was accepted by our Committee, N 227 for poster presentation.

We attach with the letter of invitation Reservation and Registration Form. The deadline for its submission: September 5, 2009.

If you have any questions or need additional information please contact us without any hesitation.

Your sincerely,
James Jackson
Chairman

UNIT 7

SCIENTIFIC CONFERENCE

Key words: encourage, sponsor, academic, faculty, share, valuable, research, conference committee, abstract, submit, on behalf of, approval, application, application process, monitor, acceptance, registration, procedure, poster presentation, apply for, assistance, supplement, participant, conduct, manner, mentor, dean

Pre-reading activity

- Have you ever participated in the work of school or university conferences?
- Is it necessary for students to take part in such conferences?
- Is it interesting for to exchange information with other students?

Task 1. The Honors College is a part of Florida International University. Read and translate the text about students' participation in scientific conferences. Answer the questions.

CONFERENCE PARTICIPATION POLICY

The Honors College has *encouraged* and *sponsored* its students to *participate* in *academic* conferences since its inception. Participation in conferences provides the student with the opportunity to represent the College outside of our own community, to *share valuable research* with other student researchers and *faculty*, and to grow from the experience of traveling in general. Because there is a substantial investment involved in sponsoring participation in conferences, the College has developed a policy so that students may represent The Honors College in the best possible light.

PARTICIPATION REQUIREMENTS

The Honors College's conference participation policy is that we will sponsor students for conferences if (1) we have approved the project; (2) the project is accepted by the *conference committee*; and (3) the participants are Honors students in good standing – that is, they are maintaining at least a 3.3 GPA (grade point average). The Honors College reserves the right to limit participation in conferences in general in the best interest of the College and the conference.

SUBMISSION PROCEDURE

All projects that are to be submitted to any conference must be approved by the Office of the Honors College *Dean* before being submitted for consideration. This rule recognizes that any work sent out, even in the form of an *abstract*, is a reflection upon the entire College. Faculty may not *submit* proposals *on behalf of* students, or encourage students to submit proposals directly to any conference for which Honors College support is requested, without *pre-approval* of the proposal by the Office of the Dean. Faculty *mentors* are responsible for 1) insuring the quality of the project and, 2) guiding the student through: the *application process*, *monitoring acceptance* notification and appropriate responses, *registration procedures*, travel arrangements, *poster* and/or other *presentation* materials, etiquette, monitoring instructions and information from conference organizers via mail, email and internet.

SPONSORSHIP

At its discretion, the Honors College will provide or *supplement* funds for student to present at conferences. Every student requesting conference funds from the college must first *apply for assistance* to funding agencies recommended by the Honors College Dean.

CODE OF CONDUCT

All students that have had a proposal accepted by conference organizers are required to have a pre-departure meeting with the Dean to discuss presentations, travel plans, and *participant conduct*. It is the student's responsibility to schedule this meeting if a general meeting is not called for a large group of participants by the Dean. Students are expected to represent the College and University in a professional *manner*. Any conduct that is deemed unprofessional or inappropriate, at the discretion of faculty mentors, or conference organizers, will result in disciplinary action including a demand for refund of expenses paid by the College for conference registration and travel.

Answer the questions to the text:

1. What can participation in conferences give to the student?
2. When can the student be sponsored by the Honors College?

3. What is the area of responsibility of faculty mentors?
4. What should the student discuss with the dean before the conference?

Task 2. Find words in the text which mean the following:

6. an experienced person who advises and helps a less experienced person

7. all the teachers in a university

8. someone in a university who is responsible for a particular area of work

9. the way someone behaves, especially in public, in their job etc

10. a short written statement containing only the most important ideas in a speech, article etc

11. serious study of a subject, in order to discover new facts or test new ideas

Task 3. Match words with their meanings.

1 encourage	A to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something
2 sponsor	B to give someone the courage or confidence to do something
3 share	C to tell other people about an idea, secret, problem etc
4 apply for	D to support someone by paying for their training, education, living costs etc
5 monitor	E to give a plan, piece of writing etc to someone in authority for them to consider or approve
6 submit	F help or support
7 assistance	G when you officially agree to take something that you have been offered
8 supplement	H to carefully watch and check a situation in order to see how it changes over a period of time
9 acceptance	I to add something, especially to what you earn or eat, in order to increase it to an acceptable level

Task 4. Translate sentences from English into Ukrainian or Russian

1. In his letter to the student the dean included his home telephone number.
2. The catering business itself is regulated by various Acts of Parliament which impose duties and standards of conduct that must be observed.
3. A call for papers has been issued and the deadline for abstracts is 4 May 1992.
4. Students were able to share their experiences.
5. I applied to four universities and was accepted by all of them.
6. The agency must submit an annual budget to the board each July.
7. We offer financial assistance to students.
8. I filled in the application form and sent it off.
9. You have to submit your application before the end of the month.
10. The organisers of the conference hope to encourage participants to create networks for the exchange of information on the development and use of alternative sources of energy.

Task 5. Compose sentences with the words and word combinations given below

- participate, participant, participation in;
- job application, fill in an application form, submit an application, accept somebody's application;
- conference on, conference committee, hold a conference;
- give approval, receive/obtain approval, with/without somebody's approval, submit/send something for approval.

Task 6. You are going to participate in the V International Scientific Conference for Students and PhD Students “Youth and Progress of Biology”. Read the information letter of the conference

V INTERNATIONAL SCIENTIFIC CONFERENCE FOR STUDENTS AND PHD STUDENTS
"YOUTH AND PROGRESS OF BIOLOGY"

(May 12-15, 2009)

Dear students and PhD students!

We invite You to take part in the V International Scientific Conference for Students and PhD Students “Youth and Progress of Biology”, that will be held in May 12-15, 2009 at Ivan Franko National University of Lviv.

Students and PhD Students, that perform investigations in all fields of biology, biomedicine and ecology, are invited for participation in the Conference.

The official languages of conference are Ukrainian and English.

Conference will be held in within such sections:

- Botany
- Plants Introduction
- Zoology
- Human and Animals Physiology, Biomedicine
- Plants Physiology
- Ecology
- Biochemistry
- Biophysics
- Genetics and Biotechnology

IMPORTANT DATES

The conference will be held in May 12-15, 2009.

Deadline for registration for the participation in the conference - February 15, 2009.

Deadline for abstracts submission - March 1, 2009.

Deadline for organization fee payment - March 15, 2009.

Sending of the information about conditions and payment for housing, second information letter and official invitations for the participation in the Conference to the participants - March 2009.

REGISTRATION

For the participation in the Conference you have to submit Registration Form, Abstracts and pay Organization Fee.

Registration Form must be sent till February 15, 2009 by e-mail or by post.

Organization Fee for Ukrainian participants is 60 UAH for students, 80 UAH for PhD students, for foreigners – 20 US Dollars. It should be sent till March 15, 2009.

REQUIREMENTS FOR ABSTRACTS

Abstracts should be represented (submitted) in Ukrainian or English in printed version (2 copies) and electronic version (on CD or by e-mail) till 1 March 2009. Abstract size is up to 1 page A4 format, orientation Portrait, all borders – 20 mm, font Times New Roman, type size 12, space 1,0. No figures, no diagrams are allowed.

Demanded Abstract Form:

Names of all authors (name of the presenting author should be underlined);
title of Abstract;
department;
official name of scientific institution, where study was carried out;
post address of the institution; e-mail (if available)
short content of presentation (text of Abstract).

REQUIREMENTS FOR REPORTS

The duration of oral report is non more then 10 min. The reporters will be supplied by the projectors for films and PowerPoint presentations. The PowerPoint presentations should be saved on CD or USB flash drive.

ACCOMMODATION

The organizing committee provides the accommodation for the participants in:

Hostel of Light Industry College

Address: 106a, Tarnavski str.

Price: 60 UAH per person per night

Hotel "Lviv"

Address: 7, Chornovil ave.

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UNIT 8

COMPUTERS IN OUR LIFE

Key words: digital, hardware, software, console, system unit,, key-board, disk-drive, connection, word processing, spread sheet, data, database, graphics, manual, key in/type in, network, compatible, hard disk, utilization, simultaneously, breakthrough

Pre-reading activity

Are you computer literate? Can you work with a computer?

Is it necessary for a contemporary person to know how the computer works and how to use it? Why?

In what cases is it more efficient to use a computer than to do the job without it? Give examples.

What possibilities do computers open to you?

Task 1. Read and translate the text. Answer the questions

COMPUTERS IN OUR LIFE

Nowadays, we cannot imagine our life without computers and the fact is that they have become so important that nothing can replace them. They seem to be everywhere today. Since 1948 when the first real computer was invented our life has changed so much that we can call it real *digital* revolution.

Computer *hardware* consists of a *console* (*system unit*), a *key-board*, a *disk-drive*, a printer, a monitor, a mouse and their *connections*. The *software* consists of different programs you run on your computer. The most common programs used in business are those for *word processing* (writing letters, faxes, documents, contracts), *spread sheets* (for budget and financial analysis), *database* management programs (for keeping names and addresses of customers), accounting (for bookkeeping), *graphics* programs (for drawing charts), communications programs (for electronic mail, Internet), desktop publishing programs (for producing *manuals*, catalogues). The operator *keys in* (*types in*) the information which can be saved and retrieved at a later date.

Most businesses nowadays use personal computers or PCs, which are often linked together in a local *network*. This is a big change from the days when time had to be rented on mainframe computer. Nowadays these are only used by very large businesses, universities, or government departments.

The two most popular types of computers currently are those of IBM and Apple (the Macintosh). It was IBM who set the standard for the PC which others later imitated. That is why, in order to be able to use the widest range of software, a computer has to be IBM *compatible*.

The most successful software company now is Microsoft with its Windows operating system. The Microsoft corporation is constantly developing the new versions of its operating system as well as other products.

The computer manufacturers try to apply the newest technologies producing hardware systems with the fastest processors like: Pentium IV, Celeron, Athlon, Duron and others. It is true that these newer models have a faster processor, more memory, a larger *hard disk* drive and a faster CD-ROM drive than previous models.

We are becoming increasingly dependent on computers. They are used in business, hospitals, crime detection and even to fly planes. What things will they be used for in future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?

In the last two decades cybernetics have experienced a major *breakthrough*. This led to the *utilization* of computers at nearly all parts of our daily life, from personal computers to complicated surgery performing. Surely the uptake of this technology facilitates a lot of difficult tasks. Computers can perform many complex operations *simultaneously* and scientist practically can't do without them. Thanks to them people has access to enormous amount of information. Gathering *data* has never been simpler than now. They are not only used in laboratories but also in factories to control production. Sometimes it is computers that manufacture other computers.

Most of the daily tasks and individual experiences are time and effort consuming. These two fundamental qualities could be tremendously saved by the use of computers.

Answer the questions to the text:

1. What are the basic parts of a computer?
2. What are computers used for?
3. Why are all computers IBM compatible?
4. What features differ new models of computers from computers of the past?
5. Where has a breakthrough in cybernetics led to?
6. What area of life can we use computers?

Task 2. Find words in the text which mean the following:

12. computer machinery and equipment, as opposed to the programs that make computers work _____
13. the sets of programs that tell a computer how to do a particular job _____
14. information in a form that can be stored and used, especially on a computer _____
15. a book that gives instructions about how to do something, especially how to use a machine _____
16. an important new discovery in something you are studying, especially one made after trying for a long time _____
17. a piece of equipment in a computer system that is used to get information from a disk or to store information on it _____

Task 3. Match words with their meanings

1 database	A using something for a particular purpose
2 utilization	B a computer program that can show and calculate financial information
3 network	C a large amount of data stored in a computer system so that you can find and use it easily
4 key in	D to put information into a computer or other machine, using buttons or a keyboard
5 spreadsheet	E a set of computers that are connected to each other so that they can share information
6 connection	F using a system in which information is recorded or sent out electronically in the form of numbers, usually ones and zeros
7 word processing	G computer software or a small computer that you use for writing letters and other documents
8 digital	H a wire or piece of metal joining two parts of a machine or electrical system

Task 4. Read the text and fill in the blanks with the suitable words and word combinations from the list

without having access file of data revolution almost all aspects
technology computer engineering account
artificial intelligence robots and computers

IMPACT OF COMPUTERS IN OUR LIFE

The past ten years have seen a (1)_____ in computer engineering and all the technologies related that domain. This revolution has redefined and brought out the use of computers in (2)_____ of our life. While during the 19s people could live (3)_____ to this powerful and rational tool, today it is almost hard for schools, commercial companies, big industries, governments, and other social institutions to exist without the use of this (4)_____. Computers are considered to be (5)_____ *the important tools* of the present and the future. They have contributed fully to the development of our world. While in past years, it was almost impossible or to put it into other words, hard for people to do large and complex calculations, to process large (6)_____ and maintain, today computers have made these more complex fields easily handled.

However, there are new researches which are still being done in (7)_____ and the robotic related field. As general Rick Lynch thinks, (8)_____ can save soldier's lives by developing autonomous technology that can do things like route clearance. Also, the (9)_____ has made things easier in different areas of our life. People could wonder how the microwave functions and knows the set time for heating; how the ATM recognizes your bank (10)_____ details and serves you the money you need; how wonderful is the mysterious function of a telephone. Taking just those small examples, we should come to understanding that computers help to the betterment of the human beings' life.

Task 5. Translate sentences from English into Ukrainian or Russian

1. She loaded the new software.
2. The company has spent millions of dollars replacing outdated computer hardware.
3. All the data shows that these animals are more adaptable than we thought.
4. The instruction manuals that accompany new computer software are often difficult to understand.
5. This was an important breakthrough that had an enormous impact on the scientific community.
6. Unfortunately he bought a printer that was not compatible with his computer.
7. Most workplaces have a local network as well as access to the Internet.
8. The spreadsheet program can produce graphics and you would like to put these graphics into your electronic publishing system.
9. Some experts foresee a future in which nobody would buy a spreadsheet program or word processor.
10. The ideal position for the mouse is on the same plane as the keyboard and as close to the keyboard as possible.

Task 6. Complete sentences 1-6 with endings A-F below.

1. New electronic technology is potentially the greatest educational innovation
2. The computer can project your actions in a special program for 50 years into the future and
3. Computers have two big problems to overcome: the high cost of the equipment...
4. Do computers actually help students
5. What software do you use
6. Have you saved the new information? Do you
 - Aand opposition of some teachers.
 - Bsince the invention of the printing press.
 - Cremember the file name?
 - Dshow the consequences.
 - Elearn better than traditional methods?
 - Fwhile working with computer?

Task 7. Read and translate the text and make up a summary

COMPUTERS RULE OUR LIVES?

By Jennifer Kittell

Whether we like computers or not they invade our homes, work, and school. Computers decide when we can access easy information like an address book, homework assignments, and even a calculator. How many times have you used the excuse “My computer ate my homework” and really meant it? Well, I have used it more than once.

The first thing that comes to my mind when preparing a presentation for class or work is to do it on PowerPoint, my favorite computer program. I love this program because it looks really fancy and it is not hard to use. For the five minutes of the presentation I feel like I have accomplished something requiring computer intelligence even though in everyday life I have a hard time checking email.

There are many games to get addicted to and many programs that are disguised as games that make computers seem like a fun pastime. This is all a ploy. People make these programs so that they hook even the most anti-computer person into computers and then convince him that he ‘needs’ to keep adding new “toys” to his computer. I do want to stress that computers are an important part of our advancing culture, but the obsession and dependency is nothing more than a marketing scheme.

A lot of media and just general people put a lot of emphasis on the use of computers. Jobs look for computer literacy as a requirement and some bill paying services suggest online payment as a good alternative to good old fashioned snail-mail. It is easier for companies to teach a computer literate person their trade than to teach a person skilled in his trade how to use a computer. This all leads to the same conclusion: people are more efficient and more useful if they have computer skills over any other skills.

I hate computers, but you would never know it because I spend more than seventy-five percent of my time at home in front of the computer. I have the phone right next to me, my CD player, and all the books and resources I need so I never

have to get up. I have spent so much time in front of the computer in the past year that when I am bored I just sit at the computer because I feel that I have to be there.

The internet is a completely different story. Being a senior graduating in December, I spend a great deal of time on search engines trying to find a job and setting up contacts within my industry. There is a lot of great information on the internet that is great for research for school as well as non-school education. The problem lies in the fact that anyone can make a web page and present their ideas as facts. This becomes a problem especially when writing papers and being able to have solid sources to back up a thesis.

When I think of buying a computer I want a machine that allows me to type my papers and research the internet. That's it! No monkeys jumping through hoops when I log on. No computer lady saying "Good Morning Jennifer", no passwords, NOTHING! Now most of what I think of computers is probably out of pure ignorance, but I am very comfortable with my ignorant life.

So we cannot escape computers, but we can rely on ourselves when choosing to buy one, use one, or suggest the use. When you are faced with the decision to add a new program to your home computer, resist. Let computers simply be one detail to your life that makes things just a little bit easier. Just remember: When your computer blows up, it shouldn't mean that your life has blown up.

GLOSSARY

Unit 1

Accommodation - a place for someone to stay, live, or work

Book - to make arrangements to stay in a place, eat in a restaurant, go to a theatre etc at a particular time in the future

Budget - the money that is available to an organization or person, or a plan of how it will be spent

Colleague - someone you work with, used especially by professional people

Consumer – a person who buys products and/or services

Currency - the system or type of money that a country uses

Demand – 1) the quantity required to supply orders; 2) the need or desire that people have for particular goods and services

Diversity - the fact of including many different types of people or things

Embassy - a group of officials who represent their government in a foreign country, or the building they work in

Enterprise - a company, organization, or business

Expense – 1) money spent; 2) money spent by an employee that can be claimed back; 3) the amount of money that you spend on something

Expenses - money that you spend on things such as travel and food while you are doing your job, and which your employer then pays to you

Goods - things that are produced in order to be sold

Itinerary - a plan or list of the places you will visit on a journey

Objective - the goal that has been fixed for people to achieve

Reservation - an arrangement which you make so that a place in a hotel, restaurant, plane etc is kept for you at a particular time in the future

Venture - a new business activity that involves taking risks

Unit 2

Accomplish – to succeed in doing something, especially after trying very hard
[= achieve]

Agenda - a list of the subjects to be discussed at a meeting.

Board – a group of people in a company or other organization who make the rules and important decisions.

Catering - the activity of providing and serving food and drinks at parties, meetings etc for money.

Chair – the position of being in charge of a meeting or committee, or the person who is in charge of it.

Communicate – to exchange information or conversation with other people, using words, signs, writing etc.

Conference - a large formal meeting where a lot of people discuss important matters such as business, politics, or science, especially for several days.

Coordination – the organization of people or things so that they work together well.

Etiquette – the formal rules for polite behaviour in society or in a particular group.

Executive – a manager in an organization or company who helps make important decisions.

Facilitation – making it easier for a process or activity to happen

Guiding – influence on someone's behaviour or ideas

Inspiration – a good idea about what you should do, write, say etc.

Issue - a subject or problem that is often discussed or argued about

Minutes – an official written record of what is said and decided at a meeting.

Project – a carefully planned piece of work to get information about something, to build something, to improve something etc

Purpose – a plan or aim that is intended to achieve.

Seminar - a class on a particular subject, usually given as a form of training.

Survey -a set of questions that you ask a large number of people in order to find out about their opinions or behaviour.

Unit 3

Bar graph / bar chart – a picture of boxes of different heights, in which each box represents a different amount or quantity

Benefit – an advantage, improvement, or help that you get from something

Crucial – something that is crucial is extremely important, because everything else depends on it

Evidence – facts or signs that show clearly that something exists or is true

Goal – something that you hope to achieve in the future.

Main body - the central part of a speech, presentation, report etc.

Message – a spoken or written piece of information that you send to another person or leave for them

Overview – a short description of a subject or situation that gives the main ideas without explaining all the details.

Relevant – directly relating to the subject or problem being discussed or considered

Pie chart – a circle divided into parts by lines coming from the centre to show how big the different parts of a total amount are

Planning – the process of thinking about and deciding on a plan for achieving or making something

Point – a single fact, idea, or opinion that is part of an argument or discussion

Presentation – an event at which you describe or explain a new product or idea.

Statement – something you say or write, especially publicly or officially, to let people know your intentions or opinions, or to record facts

Summary – a short statement that gives the main information about something, without giving all the details

Visual / visual aid – something such as a picture or the part of a film, video etc that helps people understand, learn, or remember information

Unit 4

Caller – someone making a telephone call

Cordless – a piece of equipment that is cordless is not connected to its power supply by wires

Device – a machine or tool that does a special job

Dialling tone (dial tone – AmEng) – the sound you hear when you pick up the telephone that lets you know that you can make a call

Engaged tone (busy tone – AmEng) – the sound you hear when you telephone someone but they are already talking to someone else

Messaging – the system or process of sending messages using electronic equipment

Query – a question that you ask to get information, or to check that something is true or correct

Ringling tone – loud and clear sound made by a telephone

Schedule – a plan of what someone is going to do and when they are going to do it

Speakerphone – a telephone that contains a microphone and a loudspeaker, so that you can use it without holding it. Speakerphones are especially used in business meetings when groups of people in different places want to talk to each other.

Voice mail – a system which lets people leave recorded messages for you on your telephone when you are unable to answer it

Unit 5

Agreement – an official document that people sign to show that they have agreed to something

Implementation – taking action or making changes that you have officially decided should happen

Item – a single thing, especially one thing in a list, group, or set of things

Matter – a subject or situation that you have to think about or deal with

Obstacle – something that makes it difficult to achieve something

Offer – a statement saying that you are willing to do something for someone or give them something

Option – a choice you can make in a particular situation

Outcome – the final result of a meeting, discussion, war etc - used especially when no one knows what it will be until it actually happens

Partnership – the state of being a partner in business

Party (in an argument/law) – one of the people or groups who are involved in a legal argument or agreement

Talks – formal discussions between governments, organizations etc.

Viewpoint / point of view – a particular way of thinking about a problem or subject

Unit 6

Accuracy – 1) the ability to do something in an exact way without making a mistake;
2) the quality of being correct or true

Acknowledgement – 1) the act of admitting or accepting that something is true, 2) a letter written to tell someone that you have received their letter, message, 3) the act of publicly thanking someone for something they have done

Arrangement – 1) plans and preparations that you must make so that something can happen; 2) something that has been organized or agreed on

Assume – to think that something is true, although you do not have definite proof

Bottom line – used to tell someone what the most important part of a situation is, or what the most important thing to consider is

Concise – short, with no unnecessary words

Content – the ideas, facts, or opinions that are contained in a speech, piece of writing, film, programme etc

Gratitude – the feeling of being grateful

Memo – a short official note to another person in the same company or organization

Pattern – 1) a regularly repeated arrangement of sounds or words,
2) the regular way in which something happens, develops, or is done

Routine – the usual order in which you do things, or the things you regularly do

Simplicity – the quality of being simple and not complicated, especially when this is attractive or useful

Skim – to read something quickly to find the main facts or ideas in it

Symposium (*pl.* symposia) – a formal meeting in which people who know a lot about a particular subject have discussions about it

To the point – dealing only with the important subject or idea, and not including any unnecessary discussions

Workshop – a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises

Unit 7

Abstract – a short written statement containing only the most important ideas in a speech, article etc

Acceptance – when you officially agree to take something that you have been offered

Application – a formal, usually written, request for something such as a job, place at university, or permission to do something

Apply for – to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something

Assistance – help or support

Conduct – 1) the way someone behaves, especially in public, in their job etc.; 2) to carry out a particular activity or process, especially in order to get information or prove facts

Dean – someone in a university who is responsible for a particular area of work

Encourage – to give someone the courage or confidence to do something

Faculty – 1) a department or group of related departments within a university;
2) (*Am.Eng.*) all the teachers in a university

Manner – the way in which someone behaves towards or talks to other people

Mentor – an experienced person who advises and helps a less experienced person

Monitor – to carefully watch and check a situation in order to see how it changes over a period of time

Research – serious study of a subject, in order to discover new facts or test new ideas

Share – to tell other people about an idea, secret, problem etc

Sponsor – to support someone by paying for their training, education, living costs etc

Submit – to give a plan, piece of writing etc to someone in authority for them to consider or approve

Supplement – to add something, especially to what you earn or eat, in order to increase it to an acceptable level

Unit 8

Breakthrough – an important new discovery in something you are studying, especially one made after trying for a long time

Compatible – if two pieces of computer equipment are compatible, they can be used together, especially when they are made by different companies

Connection – a wire or piece of metal joining two parts of a machine or electrical system

Console/system unit – a special cupboard for a television, computer etc

Data – information in a form that can be stored and used, especially on a computer

Database – a large amount of data stored in a computer system so that you can find and use it easily

Digital – using a system in which information is recorded or sent out electronically in the form of numbers, usually ones and zeros

Disk-drive – a piece of equipment in a computer system that is used to get information from a disk or to store information on it

Hardware – computer machinery and equipment, as opposed to the programs that make computers work

Key something in/type in – to put information into a computer or other machine, using buttons or a keyboard

Keyboard – a board with buttons marked with letters or numbers that are pressed to put information into a computer or other machine

Manual – a book that gives instructions about how to do something, especially how to use a machine

Network – a set of computers that are connected to each other so that they can share information

Simultaneously – actions that are simultaneous happen at exactly the same time:

Software – the sets of programs that tell a computer how to do a particular job

Utilization – using something for a particular purpose

Word processor – computer software or a small computer that you use for writing letters and other documents

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НАВЧАЛЬНЕ ВИДАННЯ

Збірник текстів і завдань для практичних занять з дисципліни «Ділова іноземна мова» (англійська мова) (для студентів 2 курсу денної форми навчання напряму підготовки 6.040106 - “Екологія, охорона навколишнього середовища та збалансоване природокористування”)

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Редактор: М.З. Аляб'єв

Комп'ютерна верстка: І.В.Волосожарова

План 2009, поз. 598М

Підп. до друку 01.12.09	Друк на різнографі	Папір офісний
Формат 60 x 84 1/16	Умовн.-друк. арк. 3,3	Обл.-друк. арк. 3,8
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